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ABSTRACT

This book is an annotated list of curriculum guides in the language arts which have been recommended by the Committee on Curriculum Bulletins of the National Council of Teachers of English. The guides are voluntarily submitted to the committee for evaluation and review, and those selected best exemplify good curriculum planning and guide writing according to the criteria developed by the committee. Included are recommended guides for 1970, 1971, and 1972, information on availability of the guides, and the criteria for planning and evaluation developed and used by the committee. (TO)

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National Council of Teachers of English
Educational Resources Information Center:
Clearinghouse on Reading and Communication Skills
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RECOMMENDED ENGLISH LANGUAGE ARTS CURRICULUM GUIDES K-12*

AND

CRITERIA FOR PLANNING AND EVALUATION

Edited by
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National Council of Teachers of English

November 1972

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Knowledge is of two kinds: we know of a subject ourselves, or we know where we can find information upon it.

--Samuel Johnson

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The Clearinghouse on Reading and Communication Skills, one of eighteen clearinghouses authorized to date, is responsible for collecting, analyzing, evaluating, and disseminating educational information related to research, instruction, and personnel preparation at all levels and in all institutions concerned with instruction in reading and communication skills.

The Reading Module is responsible for educational information as it applies to all aspects of reading--cognitive, affective, and psychomotor--and to professional training, research, methodology, and organization of instruction. Particular attention is given to documents dealing with identification and diagnosis of the individual's reading ability and the appropriate recommendations of materials dealing with the improvement of reading.

The English/Journalism Module is responsible for educational information related to teaching and learning the native language, both as a symbol system and as it is related to speaking, to listening, to writing, and to reading literature. This module is responsible for documents relating to school journalism and journalism education.

The Speech Communication Module is responsible for educational information related to radio/film/TV, forensics, interpersonal and small group interaction, theater, oral interpretation, rhetorical and communication theory, public address, and speech sciences.

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INTRODUCTION

The purpose of the Committee on Curriculum Bulletins of the National Council of Teachers of English is to review, as a service to schools, curriculum guides voluntarily submitted to NCTE and to recommend superior guides for display at NCTE conventions. Each year, the Committee compiles an annotated list of recommended guides for the benefit of schools and agencies which are developing curricula and writing guides so that they may obtain copies for examination. The purpose of this annotated list is to publicize good curriculum planning and guide writing in order to provide models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The list is not compiled for the purpose of recognizing every better-than-average guide examined by the Committee.

The list this year is a cumulative one selected from guides reviewed and recommended by the Committee since January 1970. Because guides were not solicited by the Committee and some excellent guides are now out of print, being revised, or otherwise unavailable, it must be recognized that the selection printed here is not necessarily representative.

The Committee welcomes guides for review. Those schools and agencies which would like to submit guides should send two copies to the Curriculum Bulletins Committee, NCTE, with a letter indicating at least the purpose of the materials and whether they are the only guides used in the system or are complements or supplements to other existing materials (the nature of which should be briefly described).

The review service is performed by members of the NCTE Committee on Curriculum Bulletins, who examine materials carefully, comment on the printed list of review criteria, discuss the review and make suggestions on a cassette tape. Persons who submit guides receive copies of the printed review and tape recording free of charge. Most reviewing is done in late spring and early fall of each year. The process usually takes about eight to twelve weeks.

All the guides recommended here are, with a few noted exceptions, available for purchase or free from the schools and agencies responsible for producing the guides. In most cases payment should accompany orders for guides. None are available directly from NCTE.

A guide which is suffixed by an asterisk is available on microfiche (a 4" x 6" microfilm card displaying up to 60 pages of text in micro-image at $0.65 per title, regardless of the number of microfiche needed to reproduce the entire text of the document, or hard copy (a photographically reproduced paper booklet) priced at $3.29 for every 100 pages of text in the original document and may be ordered from the ERIC Document Reproduction Service (EDRS). Abbreviations in the bibliographic citations for each document are "MF" for microfiche, "HC" for hard copy. Thus "EDRS: MF-$0.65, HC-$3.29" means that the document can be purchased from EDRS on microfiche for $0.65 or in a photographically-reproduced booklet for $3.29. These asterisked guides, as well as several others on the annotated list and a great variety of other publications on the teaching of English, are indexed and abstracted in the ERIC abstract journal, Research in Education. (See Appendix II for ordering information on guides available from EDRS.)

SELECTED GUIDES REVIEWED AND RECOMMENDED
IN 1972

A. Grades K-12

LANGUAGE ARTS GUIDE, CATALYSTS, A GENERAL ECLECTIC HANDBOOK, and TEACHER'S LITTLE RED BOOK. 1971. Three Volumes. Eugene Public Schools. Address orders to Don Shutt, Language Arts Coordinator, Education Center, 200 North Monroe Street, Eugene, Oregon 97402.*

TEACHER'S LITTLE RED BOOK and CATALYSTS will give any curriculum committee or teacher many stimulating ideas for language arts classes. The guides provide a framework for language arts units giving a unity for content and process. Included are position papers for literature, language, rhetoric and reading. COPING UNITS is a resource unit, not a teaching unit, containing a compilation of ideas, materials, methods, and handouts for ninth grade English classes. The units take a humanities approach. Some of the sub-units are: "Who Am I," "Communicating with Others" and "Prejudice and Alienation." There is an endeavor in all the guides to provide opportunities to explore problems relating to the student and society and to provide him with the language skills necessary to be a more useful member of society.

B. Elementary: Grades K-6

LANGUAGE ARTS CURRICULUM GUIDE 1971 - THE LIMITS OF MY LANGUAGE MEAN THE LIMITS OF MY WORLD. Two Volumes (K-3 and 4-6). Independent School District No. 271. $15.00 for both volumes. (Make check payable to Independent School District No. 271.) Address orders to Mrs. Joan Black, Director, Instructional Materials Center, Bloomington Public Schools, 10025 Penn Avenue, South Bloomington, Minnesota 55420.*

The two volume guide is based on broadly stated behavioral objectives, providing the teacher with a focus and a sense of direction integrated within a whole. Seven major goals dealing with the student's awareness of self in relation to communication--verbal and nonverbal--are the foundation of each grade program, K-6.

LANGUAGE ARTS BOOK 1 (K-2) BOOK 2 (3-4) BOOK 3 (5-6). 1971. Conrad Area School District. $2.00 per book. Address orders to Berkie Lowe, Reading Supervisor, 99 Middleboro Road, Wilmington, Delaware 19804.*

These guides present a hierarchy of continuous development in the listening, speaking, reading, spelling, and writing abilities. The individualization of instruction is stressed; hence, the guides are not arranged by grades but by sequential levels, two levels per book.

Each of the five instructional areas in each book presents a philosophy, list of materials and objectives, a bibliography, and a list of skills. While cognitive skills are stressed, the affective domain is recognized as very important but subject to personalized development both in sequence and time.

TAKE IT FROM THE BEGINNING (K-3), READING IN THE MIDDLE (4-6), and A READING SKILLS GUIDE FOR USE IN THE CONTENT AREAS FOR JUNIOR AND SENIOR HIGH SCHOOLS. 1971. Three Volumes. Santa Clara County Office of Education. Address orders to Ms. Mae McCarthy, Santa Clara County Office of Education, 45 Santa Teresa Street, San Jose, California 95110.*

Three corrective guides for the respective grade levels were developed to aid teachers in a focus on individualization of reading. The primary guide describes assessment instruments. Teaching ideas are offered in language development, auditory discrimination, visual discrimination, and visual memory. The aims of the middle grade teachers are on practical assessment and teaching ideas. Individualized techniques for meeting reading needs and skills in content areas are emphasized in the junior-senior high guide.

CREATIVE DRAMATICS HANDBOOK. K-6. 1971. School District of Philadelphia, Philadelphia, Pennsylvania. 215 pages. $3.00 (Make check payable to School District of Philadelphia.) Address orders to Mrs. H. Ehrlich, East Washington Rhodes Middle School, 29th and Clearfield Street, Philadelphia, Pennsylvania 19132.*

CREATIVE DRAMATICS is rich in ideas for techniques and activities for aiding children to develop language skills, self discipline and decision making abilities. Included is an introduction on developing an affective curriculum and a philosophy. A clear presentation of objectives, goals, and definitions will be of aid to any elementary school teacher trying to develop a creative language arts program.

C. Secondary: Grades 7-12

ENGLISH FOR THE SEVENTIES: A GUIDE FOR THE TEACHING OF ENGLISH, EIGHTH LEVEL. 1971. 85 pages. Public Schools of the District of Columbia. Address orders to Dr. James Guines, Associate Superintendent of Instructional Services, 415 12th N.W., Washington, D.C. 20004.*

The emphasis of ENGLISH FOR THE SEVENTIES is to improve skills in reading comprehension. The content of the course is American literature correlated with American history. Objectives are stated in behavioral terms. An extensive check list of skills is provided. Sample learning paks--self directed individual lessons--and a complete unit on Washington, D.C. are included.

JUNIOR SECONDARY SCHOOL - ENGLISH 8, 9, 10. (1965), SENIOR SECONDARY SCHOOL ENGLISH (1966), ENGLISH XI, SENIOR SECONDARY SCHOOL ENGLISH - ENGLISH 12 (1971). Four Volumes. Address orders to Mr. L. C. Mendoza, Curriculum Consultant, Province of British Columbia, Department of Education, Victoria, British Columbia.*

The basic aim of the courses is to develop the ability of the student to understand and use the English language. The guides are organized by literature and language phases but cross-references and footnotes enable a teacher to interrelate the phases during the year. Emphasis is on increasing oral expression. Interesting development of the language is accomplished from an historical viewpoint. The guides are sequential and developmental. Objectives, philosophy of content, suggested activities, methods and materials are offered for each unit of study.

ENGLISH COURSE OF STUDY (7-12). Rochester Public Schools, Rochester, Minnesota 55901. 1971. Six Volumes. $4.00 per guide. (Make checks payable to Rochester Public Schools.) Address orders to Curriculum Office, Rochester Public Schools, Coffman Building, Rochester, Minnesota 55901.*

ENGLISH GRADE 7, ENGLISH GRADE 8, ENGLISH GRADE 9, ENGLISH GRADE 10, ENGLISH GRADE 11, ENGLISH GRADE 12 are individual curriculum guides including goals, philosophy, a message to the teachers, and theories for composition, literature and language curricula. The composition section of each guide covers descriptive, narrative, and expository skills appropriate for grade level of the guide. The language and literature sections vary with relation to grade level and are developed in a sequential manner. There are four concepts which serve as the

basis of the curriculum: man in relationship to himself, his fellow man, nature, and man in relationship to a supreme being. Outlines for lesson plans are included.

NONGRADED PHASE ELECTIVE SENIOR HIGH ENGLISH CURRICULUM. (9-12). South Bend Community School Corporation. 1971. 488 pages. $8.00. (Send check payable to South Bend Community School Corporation.) Address orders to Mr. Russell Rothermel, Assistant Superintendent of Instruction, 635 South Main Street, South Bend, Indiana 46623.*

The English Curriculum guide from the South Bend Community Schools contains a description of 111 courses offered to South Bend students in seven high schools. A separate set of electives is presented to students in ninth grade. A nongraded phase program is presented to students in the upper three grades. Outlines include course descriptions, course objectives, course emphases, suggested materials, and related activities. Each course is outlined by weeks on a twelve week elective system. A philosophy and overall plan is also included in the guide.

ENGLISH AS EXPLORATION--A PERSONALIZED APPROACH TO TEACHING. 1970. Evanston Township High School, Evanston, Illinois. 1970. 44 pages. Address orders to Mrs. Mary E. Flynn, English Department, Evanston Township High School, Evanston, Illinois 60204.*

The authors of this guide are encouraging active involvement of students in the process of learning. Major premises on which the program is based are a flexible structure in which students learn to write by writing, talk by talking, and appreciate by personal response. There is an attempt to create an intra-disciplinary curriculum in a humanistic-oriented use of multimedia as stimuli for discussion and creative dramatics. The student-centered goals of the guide are to help develop a whole person through direct experiences. Bibliographies are included.

SURVEY OF MASS MEDIA (Grades 11-12). Stow City School System. 1971. 120 pages. $1.00. (Make checks payable to Stow City Schools.) Address orders to Mr. Ronald Davidoff, Secondary Curriculum Director, 3732 Darrow Road, Stow, Ohio 44224.*

This study outline has been formulated as a guide in teaching a course surveying the influence of the mass media. It is designed for high school juniors and seniors, hopefully with some interest in surveying media influence today. The course itself, designed for one semester of study, is not intended to be strictly structured; changes and additions may be made to adapt the material to changing conditions in the media field. The course covers the characteristics of each medium

of communication: newspapers, magazines, radio, T.V., movies and books. It also shows factors that shape the offerings of each medium and examines devices used by any or all of these media to mold public opinion. The purpose of this course should be to help students to form criteria by which to judge media messages critically.

Note: Because the committee receives guides from school systems that wish to use this service, it must be recognized that the selections printed here are taken from those sent to the National Council of Teachers of English during the year.

*All the guides listed for 1972 are being processed at the present time into the ERIC system. There are no code numbers as this copy goes to press. Anyone wishing the ERIC ED number may obtain it by writing to ERIC Clearinghouse on Reading and Communication Skills, 1111 Kenyon Road, Urbana, Illinois 61801, after December 15, 1972.

SELECTED GUIDES REVIEWED AND RECOMMENDED
IN 1971

A. Grades K-12

GUIDELINES FOR COMMUNICATION ARTS K-12. Board of Catholic Education, Diocese of Cleveland, 5103 Superior Avenue, Cleveland, Ohio 44103. 1971. 249 pages. $9.50. (Make checks out to Board of Catholic Education.)

This comprehensive set of guidelines is intended to help individual schools develop curriculum and materials as well as to guide individual teachers. It includes sections on scope and sequence (including specific objectives for listening, viewing, reading, speaking and writing), general program recommendations, rationale for the guidelines, and a complete system-wide reading program. The organization of the guidelines is especially good. Guides from this school system previously recommended are Up the Down Spiral with English and The Circle in the Spiral, also annotated in this recommended list.

B. Elementary: Grades K-6

CHILDREN'S LANGUAGE (Grades K-3). State Department of Education, South Carolina. 1970. $5.00. (Send check made out to South Carolina State Department of Education.) Address orders to Tom Parks, English Consultant, State Department of Education, 1429 Senate, Columbia, South Carolina 29201. (ERIC abstract in Research in Education, March 1971; ED 043 884.)*

Children's Language is a kit of materials for exploring dialect differences of South Carolina in the early elementary classroom. It includes an LP record, "The Dialects of South Carolina," an introductory booklet defining standard and nonstandard dialect and describing several case studies of dialects of disadvantaged black and white children, a list of available supplementary AV materials, a list of programs available from other sources, and some picture materials for helping the teacher to get children talking about common objects in order to focus on dialect differences. The kit would appear to be useful to teachers in other states, not only those in South Carolina.

CURRICULUM GUIDE FOR THE LANGUAGE ARTS: KINDERGARTEN-GRADE 6. Darien Public Schools, Connecticut. 1971. 142 pages. $3.00. (Make check out to Darien Board of Education and send to John F. Sutton, Director of English, Public Schools, Darien, Connecticut 06820.)

This guide is an effort at a student-centered curriculum, influenced by James Moffet's A Student-Centered Language

Arts Curriculum, Grades K-13. It emphasizes small-group activities and the learners' active output and receiving of language. Goals for developing attitudes, understanding, skills, and habits are suggested for each grade level, K-6, in the areas of listening and viewing, talking up, acting out, writing, reading, handwriting, spelling, and literature. Many useful activities are suggested in each of these areas. Although the guide states that pupil productions are the major materials used, suggestions for using The Roberts English Series, the required text for grades 3-6, are provided.

C. Secondary: Grades 6-12

CURRICULUM GUIDE: ENGLISH FOR GRADES VI-IX. Boston Public Schools, Massachusetts. 1970. 309 pages. $3.75. (Make checks payable to the City of Boston.) Order from Boston School Committee, 15 Beacon Street, Boston, Massachusetts 02108. (See ERIC abstract in Research in Education, September 1971; ED 051 153; EDRS price: MF--$0.65, HC--$13.65.)*

This guide contains a wealth of detailed objectives, activities, and resources for language, literature, and composition in the middle and junior high grades. The objectives for each grade level and subject area are comprehensive and detail hoped-for student achievement in terms referring generally to student behavioral goals. Rationales are presented to guide the teacher in language, literature, and composition.

FRAMEWORK FOR FREEDOM (Grades 7-12). Fairfax County Public Schools, Department of Instructional Services, Fairfax, Virginia. 1970. 108 pages. $5.00. (Make checks out to Fairfax County Public Schools.) (See ERIC abstract in Research in Education, December 1971; ED 054 110; EDRS price: MF--$0.65, HC--$6.58)*

Framework for Freedom outlines possibilities for composition in grades 7-12 in a readable, provocative and systematic way. Its purpose is to assist "teachers and principals as they devise and revise their own [composition] sequences." Outstanding features of the guide are as follows: a sequence of behavioral objectives for grades 7-8, 9-10, 11-12, with suggested assignments for accomplishing objectives as well as identification of particular skills to be stressed; thematic literature-based units for the 7-12 program which specify unit theme, sources for the teacher, basic readings, alternate readings, and activities for small groups and individuals; a well-organized, crisply-written design (with photographs of students and teachers serving as a reminder of the "freedom" emphasis). The two-grade format serves to break down isolation and encourage cooperation between grades; the organization of the thematic-elective units is open-ended, with no large-group lessons outlined. Each two-grade

division has 8 thematic units, none of which rely on a single text but instead specify basic, alternate, and supplementary readings; titles include "What Price Prejudice?", "Tales Out of School," "The Human Chain," "Lights, Camera, Action," "Destiny and Decisions," "Power-Play," etc. The framework is stimulating and fun-to-read--important qualities if a guide is to be used. It should serve as a reminder to all of us that we can turn out documents that are both attractive and educationally substantial when we get our heads together and get some administrative support.

THROUGH LANGUAGE COMMUNICATION TOWARD WORLD ORDER. A Language Curriculum for Low-Achievers, Grades 7-9. Springfield Public Schools, Springfield, Massachusetts. 1970. Approximately 150 pages. $3.95. (Make checks payable to Springfield Public Schools). Send orders to Henry A. Black, Language Arts Supervisor, Springfield Public Schools, 195 State Street, Springfield, Massachusetts 09103.

This guide is about language and culture. It is basically divided into seven concept areas-- The World of Language, The Language of Man, The Gift of Language, What is Language?, The Story of Our Language, Voices of Man, and Language--The Mirror of Man's Growth. Each section includes specific objectives, skills, and activities, emphasizing the importance of speech and how people are judged by their speech. Many pictorial illustrations and charts are presented for the teacher and student.

A NEW APPROACH TO THE TEACHING OF ENGLISH LANGUAGE ARTS, and A MATERIALS SUPPLEMENT (Grades 7-12). Two volumes: A NEW APPROACH, 1968, 133 pages, $2.00; SUPPLEMENT, 1969, 60 pages, $2.00. Department of Public Instruction, 400 W. Hill Avenue, Knoxville, Tennessee 37902.

A New Approach is divided into two sections, one for basic skill sequences and literary selections for grades 7-10, and one containing elective course outlines for grades 11-12. Most material in the guide is in outline form. The Materials Supplement suggests supplementary materials, especially for "slow readers" and "basic" students.

TEACHING THE SLOW LEARNER IN THE JUNIOR HIGH SCHOOL: A HANDBOOK FOR ENGLISH TEACHERS. Greenwich Public Schools, Connecticut. 1967. 30 pages. $1.90. Order from Kenneth C. Coulter, Deputy Superintendent, P.O. Box 292, Greenwich, Connecticut 06830.

The brief pamphlet makes suggestions to the teacher concerning students and their goals, materials and methods for the classroom.

SELECTED GUIDES REVIEWED AND RECOMMENDED
IN 1970

A. Elementary: Grades K-8

. . .AND ALL THIS IS READING. Montgomery County Public Schools, Rockville, Maryland. 1967. 191 pages. $5.00 (limited supply). Send check payable to Montgomery County Public Schools with orders to Mason Nelson, Director of Supply Management, Lincoln Center, Stonestreet Avenue, Rockville, Maryland 20850. (See ERIC abstract in Research in Education, March 1971; ED 044 414; EDRS price: MF--$0.65, HC--$6.58)*

This guide represents minicase studies of actual experiences of children in the primary grades. The purpose of this is to illustrate the uniqueness of each child and that certain behaviors are justified. The anecdotes are presented in an effort to sensitize teachers to the individuality of their students. The organization of the guide permits marginal notes. Each unit is followed by "Things to Think About," which has thought provoking questions that would lead into discussion of the children's problems. The guide would be an excellent resource for an inservice training program. Included in the appendix are reading skill checklists and suggested activities to develop these skills.

AVON'S NONGRADED ELEMENTARY AND MIDDLE SCHOOL ENGLISH PROGRAM. Superintendent of Schools, 50 Simsbury Road, Avon, Connecticut 06601. 1970. 128 pages. $5.00. (See ERIC abstract in Research in Education, January 1971; ED 042 776; EDRS price: MF--$0.65, HC--$6.58)*

In 1968 Avon public school district nongraded their school and developed a language arts curriculum guide. This guide is an extension of that guide in one area--reading. The basic skills of reading are listed and divided into twenty-three levels. Skills and knowledge to be gained are stated in behavioral terms. This guide is helpful only for identifying skills and sequence. No suggestions for teaching methods or specific activities to promote learning of skills are provided. The guide is essentially a chart of skills and sequence. A student may pass from one level to another only after evaluation by his teacher with the tool provided in the guide.

HANDBOOK FOR LANGUAGE ARTS GRADES THREE AND FOUR. Dr. David A. Abramson, Bureau of Curriculum Development, Board of Education of the City of New York, 131 Livingston Street, Brooklyn, New York 11201. 1970. 392 pages. (Send checks payable to Auditor, Board of Education.) (See ERIC abstract in Research in Education, July 1971; ED 049 201; EDRS price: MF--$0.65, HC not available from EDRS)*

The language arts program described in this guide is for grades three and four. The program adheres to three major concepts:

language as a communication skill, language as the basis of learning, and the nature of language. The influence of linguistics is evidenced by the suggested teaching activities and selected materials. The literary appreciation section is designed to help children gain insight into and sensitivity to contemporary social life. An interesting feature of the guide is the identification of instructional objectives for teachers and students for each lesson. Supplemental to the guide is a publication entitled Sequential Levels of Reading Skills (Pre-kindergarten-Grade 12, $2.00). The booklet exemplifies a well-planned, sequential development of the introduction, reinforcement, and extension of the basic reading skills at each grade level. The reading skills inherent to specific subject matter are given and coupled with procedures for developing critical reading.

LANGUAGE ARTS IN THE ELEMENTARY SCHOOL. Write Mrs. H.D. Wolff, Director, Model Development Reading School, 502 South Street, Greensboro, North Carolina. 196 pages. (See ERIC abstract in Research in Education, February 1971; Not available from EDRS)*

This guide was developed as a part of a model school program in Greensboro, North Carolina . The guide is a culmination of three years of total staff involvement in developing a model language arts adventure. The guide describes the modes of operation which were effective for the model school. The ideas and practices recorded in "Language Arts in the Elementary School" are those of teachers who have been able to make classrooms exciting and stimulating places where children's language arts skills are sown, nourished, and grown. A very clear statement of philosophy and objectives along with very helpful suggestions for implementation make this guide useful for teachers, supervisors, and curriculum coordinators.

READING AND THE KINDERGARTEN CHILD. Clark County School District, 2832 E. Flamingo Rd., Las Vegas, Nevada 89109. 1970. $4.00. (See abstract in Research in Education, December 1971; ED 054 089; EDRS price: MF--$0.65, HC--$3.29. Supplement and Appendix to the guide: ED 054 090; MF--$0.65, HC--$3.29)*

Research evidence has indicated that many children are ready to begin reading at the kindergarten level. Two questions that arise are (1) what age should the child be and (2) what content should be considered for the program? This guide attempts to answer these questions. Emphasized in the guide is that reading is a developmental process. A rationale is presented for a beginning reading program that involves learning activities to enable the child to develop his physical, emotional, social, and intellectual processes. The program is presented in a three-stage plan with appropriate skills being introduced and reinforced at each stage of development. A multi-sensory approach is encouraged and suggestions are given for selecting materials for this type of program.

B. Secondary: Grades 7-12

AFRO-AMERICAN LITERATURE: AN ADDENDUM TO THE COURSE OF STUDY IN LITERATURE, Grades 7-12 (69 pp., 1969); COURSE OF STUDY IN LITERATURE: Grades 7-12 (177 pp., 1967); DRAMA COURSE OF STUDY (46 pp., 1968); PROBLEMS IN RHETORIC: THE LANGUAGE COMPONENT FOR ELEVENTH-GRADE ENGLISH (53 pp., 1968); PROBLEMS IN SEMANTICS: THE LANGUAGE COMPONENT FOR TWELFTH-GRADE ENGLISH (70 pp., 1968). Pittsburgh, Pennsylvania. Single copies available at $5.00 each to university libraries and school districts only. Send checks to the Pittsburgh Board of Public Education with orders to Division of Curriculum, Pittsburgh Public Schools, 341 South Bellefield Avenue, Pittsburgh, Pennsylvania 15213. (See ERIC abstract in Research in Education, January 1971; Not available from EDRS)

> Each of these guides is practical in nature, containing teaching units and lesson plans which in most cases include objectives, suggested classroom activities, readings, and helpful background information for the teacher. The materials are generally organized by grade levels and are up-to-date in content and methodology. Few suggestions are given for slow or gifted students, although the content and reading lists are appealing and varied. Evaluation is apparently left to the judgment of individual teachers, since none of the guides include suggestions in this area.

THE CIRCLE IN THE SPIRAL: UP THE DOWN SPIRAL WITH ENGLISH VOLUME II (Grades 7-12). Project Insight, Board of Catholic Education, Diocese of Cleveland, 5103 Superior Road, Cleveland, Ohio 44103. 1969. 227 pages. $3.00. Submit check made out to Board of Catholic Education, Diocese of Cleveland, with orders.

> This is a complementary volume to the 1968 edition of Up the Down Spiral with English. The imagination and creativity that permeated Volume I is reflected in Volume II. Total involvement of the student in the learning experience is the major premise of this publication. The Circle in the Spiral contains a very perceptive and graphic exploration and expansion of the key concepts and philosophy expressed in Volume I, as well as fourteen detailed lesson plans and units which have been successfully used by teachers; these cover grades seven through twelve and include "A Program for the Culturally Different," "Community of Language," "Drama: To Be Today," and "Broadening Experience" (for noncollege-bound students). Project Insight, from which these two guides come, is a good example of continuing curriculum development and revision for improving teaching and learning.

A RESOURCE BULLETIN FOR TEACHERS OF ENGLISH GRADE 11. Baltimore County, Towson, Maryland. 1970. 240 pages. $7.00. Send check payable to Board of Education of Baltimore County and submit with order to Board of Education of Baltimore County, Department of Curriculum and Instruction, Baltimore, Maryland 21304. (See ERIC abstract in Research in Education, January 1971; ED 042 775; EDRS price: MF--$0.65, HC--$9.87)*

This guide has a wealth of exciting, imaginative activities for teaching American literature units incorporating traditional and modern literature and other media. The language activities include the full range of semantics, lexicography, and dialects with the use of contemporary and historical materials for the understanding of American English. The composition activities are relevant, highly motivating, and well integrated into the literature and language activities. The first unit, "America Now," examines contemporary American culture through the literature and media; the other units examine the American dreams of the first pioneer frontier, the Civil War, the Western frontier, rural and industrial life, and the twentieth century. The theme of the American dream is consistently planned and supported by well-chosen materials and activities. Individual units, especially those on contemporary American values in the media and literature and on the American West, could be used. Individual teachers of American literature and entire American literature programs will be enriched by the examination and adoption of activities from this excellent resource.

C. Grades K-12

ENGLISH FOR AN ELECTRONIC AGE: A MEDIA ECOLOGY APPROACH K-12. Cherry Creek Schools, 4700 South Yosemite, Englewood, Colorado 80110. 1969. 154 pages. $3.00. Submit checks payable to Cherry Creek School District #5 with orders. (See February 1971 issue of Research in Education for ERIC abstract; ED 043 631; EDRS Price: MF--$0.65, HC--$6.58.)*

English for an Electronic Age is one of the best examples of curriculum development and guide writing evaluated by the NCTE Committee on Curriculum Bulletins in recent years; it satisfies most of the criteria established by the Committee, including the area of evaluation, in which, contrary to most guides and programs, it fully explains and justifies a program of evaluation designed to improve learning, increase student initiative, and reward accomplishment rather than punish error and lack of ability. The program aims at student involvement in planning, implementing, and evaluating. The content of the guide is mostly model lesson plans which deal with study and exploration of the English language--its history, nature, and uses in various media and environments. Included with the lesson plans is commentary on what students learned and contributed during previous experimentation with the units as suggested in an interim guide, used through spring 1969--Media Ecology. The model lesson plans show what students can initiate and accomplish when the teacher uses a student-centered, inductive approach. As a whole, the guide's weak point is a relative lack of suggestions for the lower elementary level; the lessons are not arbitrarily assigned to grade levels or ages, however,

and many can be adapted for students within a wide range of ages and abilities. Throughout, the emphasis is on the student's growing perceptions of himself and the world, and his increasing sensitivity to language and its uses.

ENGLISH LANGUAGE ARTS FRAMEWORK (Kindergarten-Grade 12). Office of the Superintendent of Public Instruction, Utah State Board of Education, Salt Lake City, Utah. $1.50.

The processes of language development and concept development in this guide are arranged in a continuous sequence rather than a lock-step grade approach. Suggestions are given to help teachers to discover ways of developing the twenty-one strategies of Frank E. Williams ("Teach for Creative Thinking"). Sensitivity to the individual uniqueness of the learner is stressed as a basic ingredient in developing the language arts curriculum. The primary purpose of the guide is to implement a curriculum that will produce critical thinkers, responsive doers, and humane individuals.

CRITERIA FOR PLANNING AND EVALUATION

Introduction:

These evaluation criteria were established with several objectives in mind. First, with these criteria each member of the NCTE Committee on Curriculum Bulletins has a tool which he can use to evaluate the curriculum guides. In line with this first objective the Subcommittee* that developed the criteria felt that each guide should be evaluated as a unique one and not directly compared to other guides throughout the United States. Second, the Committee wanted to give school curriculum committees an instrument for planning curriculum or revising their curriculum guides. Because of this aim the Subcommittee felt that the guidelines should reflect to a greater degree certain positions it holds, for example, on the dangers of behavioral objectives.

The biases of the Subcommittee are intentionally reflected in the criteria because the members wanted to express opinions related to the development of new guides as well as the revision of old ones. It wanted to give school system curriculum committees criteria representing the most forward-looking ideas currently being expressed in the field of language arts. The Subcommittee feels these ideas and attitudes should be reflected in guides and in curricula to benefit teachers and students. The annotations following each criterion represent the thinking of the Subcommittee.*

Third, the evaluation instrument was designed to apply to many different content emphases within the field of English language studies along with variations in organization and methodology. Comments on the criteria and accompanying tape indicate how well, in the eyes of a reviewer, the guide might serve teachers who are teaching whatever content is included in the guide. The Committee recognizes, however, that the choice of content, organization, or methodology is a decision to be made by curriculum planners. In many cases it is difficult to determine from the guide the exact nature of content, process, organization or methodology. The reviewers attempt to infer from the guide as much about the curriculum as they can.

Because the criteria list is so extensive and detailed, the reviewers sometimes do not comment on each statement, for several reasons. Omitted areas may in fact have been covered in other guides not submitted to the Committee for review. Furthermore, it is impossible to infer from a guide all the local circumstances which prevailed when the guide was written. The Committee therefore asks for a certain amount of indulgence from the actual writers and users of the guide.

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*Subcommittee for Revision of the Criteria (1971):
Sr. Rosemary Winkeljohann, ERIC/RCS Clearinghouse on Reading and Communication Skills,
William Strong, University of Illinois
William Scannell, NCTE Director of Public Relations
Allan Dittmer, University of Nebraska
David Kives, Rolling Meadow H.S., Illinois
Richard A. Adler, University of Montana

CRITERIA FOR PLANNING AND EVALUATION*
(annotations in parentheses)

PHILOSOPHY: What We Subscribe To

This guide:

1. has a statement of philosophy that coherently explores the beliefs of teachers about students and subject matter.

   (Philosophy is what we believe, and it's a good thing to get that out in the open.)

2. has content that follows logically and consistently from its statement of philosophy.

   (If a philosophy doesn't guide decision-making, it's largely useless.)

3. promotes a natural, organic integration of language arts experiences.

   (Things ought to go together. They really should. Kids are already together.)

4. encourages teachers to view language both as a subject and as a communicative process central to all human life and learning.

   (Language is primarily a living process, not an artifact.)

5. expresses the belief that the English program should aid students in planning, executing, and evaluating their learning experiences both individually and in groups.

   (Who's it for anyway? Complete involvement in the process is ideal.)

6. stipulates that individual processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements.

   (The best chance for stimulating learning is to help kids go from where they are.)

7. suggests that teaching and learning are cooperative, not competitive, activities in the classroom.

   (There's always a war going on somewhere. Leave it to the military. Nobody ever really wins a war, you know.)

---

*Subcommittee for Developing Criteria (1970):
Thomas Corbett, Chairman, Archdiocese of Cincinnati School System
Sister Rosemary Winkeljohann, Associate Chairman Xavier University
William Strong, University of Utah
Dorothy Davidson, Texas State Department of Education
William Scannell, NCTE Liaison Officer to the Committee
David Kives, NCTE Director of Special Projects

8. indicates that successful experiences in language development are essential for all students.

   (Success comes in all colors, shapes, and sizes. All kids need to succeed in school.)

POLICIES AND PROCEDURES: How We Operate

This plan:

1. helps free the teacher by explaining his responsibilities and by suggesting the possibilities open to him.

   (Teachers work best when they know what they can do and can't do. Administrators sometimes have expectations, and it's usually a good thing to know about them.)

2. states procedures for both individual and group decision-making on such matters as selecting and ordering materials, equipment, and services.

   (The nuts 'n bolts ought to be specified, not just guessed at. Things usually don't get done right when they're left to chance.)

3. supports the view that curriculum building is an ongoing process.

   (Curriculum, like kids, keeps changing--or at least it should. There ought to be a plan and somebody to make sure it happens. Teachers need to spark things.)

4. reflects the interaction and cooperation of members of the total educational community.

   (Everybody should have a say and they ought to be listened to. It helps pass school bond elections.)

5. encourages continual inservice training and professional improvement for all teachers.

   (Old dogs have to learn new tricks. Or else.)

OBJECTIVES: What We Hope Will Happen

This guide:

1. has objectives that follow directly from the philosophy.

   (The cart should follow the horse; the horse ought to go somewhere on purpose.)

2. sets clear objectives for all the major components of the English curriculum.

   (Say what you want to happen so that it makes sense to you and anybody who reads it.)

3. states objectives in a manner which facilitates recognition and description of progress.

   (A behavioral objective can be a useful thing if it helps you to focus on what kids will do. The skill areas can usually be behaviorized, but it gets tough in aesthetics.)

4. distinguishes teacher objectives from student objectives.

   (What teachers do should be differentiated from what students do. Teachers are helpers.)

5. has objectives which allow students to choose alternative modes of learning.

   (It's the things that happen on the way that count. Kids ought to have some say on the way. There are many roads.)

6. recognizes that many objectives are desirable even though progress toward them may not be conveniently observed nor accurately measured.

   (Restriction to a limited set of precise objectives can unduly inhibit learning and teaching. Some goals are reached only very gradually, almost imperceptively, and some processes are not easily broken into steps or levels of achievement.)

7. recognizes that cognitive and affective behavior are inseparable in actual experience.

   (The human brain cuts things up into little boxes and categories. Experience, though, is flow. Thoughts and feelings are one.)

8. contains objectives for improving language performance as well as perceiving more clearly what others do with language.

   (Language is a game for playing as well as watching. You learn to do something by doing it, not by sitting on the sidelines.)

ORGANIZATION: How We Channel the Flow of Energy

This plan:

1. makes clear how particular lessons and/or procedures are related to the total English program.

   (Connections need to be made now and then. It helps if you have some idea how things might fit together and make sense.)

2. indicates a tentative sequence of basic language skills.

   (Knowing the alphabet helps learning to spell or use the dictionary. A suggested logical order is helpful even if it can't always be followed by particular children.)

3. organizes major concepts in language arts to provide main directions for planning.

   (Themes are a pretty good way to organize a curriculum but not the only way. You might try to think of concepts as places on a map.)

4. regards basic texts and/or anthologies, if used, as resources rather than courses of study.

   (Textbooks don't equal the curriculum--at least not in the best programs. Teachers and kids and parents are the real resources.)

5. suggests a variety of classroom organizations and activities to accommodate various kinds of learning.

   (Some people act as if classrooms are conveyor belts in the factory of learning: the same thing happens over and over. Ideally, a classroom is a psychedelic place.)

6. supplies specific procedures which will enable teachers to help their students to become increasingly independent.

   (Dependency is learned; but so is independence. Let that which is natural blossom in its own way.)

7. reflects the principle that the students themselves should often generate learning activities.

   (Kids are natural learners who sometimes learn to be uncurious and unquestioning. They dig learning when we let them.)

PROCESS AS CONTENT: The Ways That Students Experience

This guide:

1. distinguishes between conventional "expository" teaching methods and "discovery," "inductive," or "inquiry" methods.

   (No method is sacred; each is useful for a different purpose. In most schools, however, more emphasis needs to be placed on inquiry.)

2. arranges its inquiry questions in a simple to complex order so that students gain confidence in their problem-solving abilities.

   (An "inquiry attitude" is learned through successive and successful encounters with problems that can be solved.)

3. contains activities that have a "problems" or "questions" focus.

   (Documents from the past or problems from the present or future should often be used to promote training in inquiry.)

4. indicates methods to promote cooperative interaction among students.

   (Classroom experiences should provide guided practice in group dynamics.)

5. has strategies to encourage each student to discover and extend his own ways of perceiving and learning.

   (Because each student has a unique perception of experience, it is essential for him to develop his own growing analytic and creative powers.)

6. stipulates ways to focus conscious attention on the processes of inquiry and learning.

   (Inquiry processes--learning how to learn--are probably the most important activities that students and their teachers can engage in.)

LANGUAGE

This guide:

1. suggests that the content of language study often comes from real life.

   (Language is not learned efficiently by treating it only as a corpus juris.)

2. provides for study of conventional areas of linguistics.

   (Linguistics, as usually taken up in schools, includes semantics, history of language, grammars, regional dialects, social dialects, lexicography, and kinesics (body language).)

3. suggests study of unique customs of specific language arenas.

   (The "languages" of advertising, politics, religion, and many other human activities are worth studying as systems. Teachers need to ask the right questions about the systems rather than to provide the right answers.)

4. provides for frequent imaginative use of language in student-created and moderated groups.

   (Improvised drama, role-playing, task groups, and good old-fashioned brainstorming are ways that kids can explore language. Imagine what it would be like if. Then talk it out.)

5. suggests activities that help students learn the difference between grammar and usage.

   (Grammar is the study of language structure; usage is the study of the values we attach to pronunciations, vocabulary, and particular conventions.)

6. reflects knowledge of new grammars.

   (Some of the new grammars work better than the old one because they explain more in a simpler way. Eclecticism is the thing for most teachers but probably no more than ten percent of the total instructional time should be in grammar of any kind.)

7. recognizes that analysis of language, as in grammar study, does not necessarily improve performance in composing.

   (The analytic processes involved in grammar are different from synthetic processes of composing. Think about it.)

COMPOSITION: How We Shape Language and Ourselves

This guide:

1. perceives composing as occurring in four ways: speaking, writing, acting, and filming.

   (Composing requires an orchestration of experience. There are different ways to say things and all are worthy of investigation.)

2. emphasizes the significance of composing as a means of self-discovery.

   (E.M. Forster said: "How can I know what I think 'til I hear what I say?" It's a good question.)

3. recognizes the importance of the composing processes as ways of giving order to human experience.

   (Composing is a way to make sense of what's happening in the world. Things are chaotic until we come to our senses.)

4. has activities designed to stimulate composing.

   (Precomposing activities, if on topics important to kids, can help stimulate more worthwhile writing.)

5. recommends that composing practice often occurs in small groups.

   (Kids can help each other shape their thinking as they shape up their subject. Two or more heads are usually better than one for clarifying, organizing, and decision-making.)

6. illustrates that composing is always creative.

   (You can't teach the process by teaching the "characteristics" of the product--unity, coherence, and balance. Composing is something that you play around with to make meaning happen.)

7. suggests that composing stem from meaningful precomposing experiences.

   (The better the input the better the output. Creation requires stimulation.)

8. recommends that composition occur for different purposes and usually for audiences other than the teacher.

   (Decisions about communication ought to be determined by something more than the teacher's grade book. Authenticity is a function of knowing who you're talking to and why.)

9. recommends that composing be approached diagnostically in laboratory situations.

   (Kids have different needs when it comes to skills. A teacher can help a lot if he's around when the problems come up.)

MEDIA AS PROCESS AND CONTENT: The Media Message

This guide:

1. promotes audio-visual as well as verbal literacy.

   (Students need to consciously explore the relationships among visual, verbal, and kinesthetic communication. The ears don't see everything; kids are more than a big ear.)

2. acquaints teachers with the characteristics and potential use of various media.

   (The electronic age is with us. Are teachers with it?)

3. suggests ways of involving students in using media.

   (A pen and ink is just one voice. Kids need the options of communicating with color, motion, and sound.)

4. suggests specific media supplements and extensions for conventional activities.

   (The media are like extension cords. They plug into a wider world.)

5. lists media resources available to teachers and specifies procurement procedures.

   (What's available and how do you get it? Media doesn't get used unless it's accessible.)

READING AND LITERATURE: The Worlds Students Experience

This guide:

1. provides ways for the teacher to determine readiness.

   (Like Shakespeare said: "The readiness is all." In teaching, you need to stop, look, and listen.)

2. suggests procedures to help teachers develop student reading skills.

   (The "Right to Read" means more than having a few books around. Most teachers need help in helping kids develop basic literacy.)

3. recognizes that a total reading program reaches beyond the developing of basic reading skills.

(A person really never stops learning how to read. Critical reading skills are critical to living, and we need to work with them. There are always new skills to learn.)

4. relates the skills of reading to a total language program.

   (Reading, writing, listening, and speaking are more like a web than like four peas in a pod. You touch one strand of language experience and the whole thing vibrates and responds.)

5. makes provisions for a comprehensive literature program.

   (Readers of all ages respond to beautiful language. Kids need appetizers. Let's not hide good books.)

6. recognizes that it is more important to "engage in" literature than to talk about it.

   (Literary terms, conventions, and systems of classification are inventions of the profession. If talk about these externals is substituted for experience with literature, we "murder to dissect," as Wordsworth put it.)

7. recommends that teachers allow and encourage students to select and read all types of writing, especially contemporary.

   (When you take the lid off the reading list, you let kids explore all the world through its written talk. Leap out! You might like what you find.)

8. helps teachers to identify, accept, and explore all varieties of affective and cognitive response.

   (What kids say about literature is important. That's where the meaning is. We have to get sensitive to what a response reveals so that we can extend and deepen it.)

9. suggests acting and role playing to explore literature interpretation.

   (Literature is frozen drama. Whenever you get your body into the language of a poem or story, you're interpreting it because you're into it. Then you look around and see what's there.)

10. lists helpful resource material.

    (We need to share ideas and pool resources. The best teachers never stop learning about what's available.

EVALUATION: Discovering and Describing Where We Are

This guide:

1. has a coherent and useful rationale for evaluation.

(The rationale should be related to philosophy and objectives and reporting policy should be explicit.)

2. stipulates that reporting procedures describe progress, including growth beyond the scope of stated objectives.

   (Teachers and students should not feel inhibited by narrowly specified objectives. "The asides are essential to the insides.")

3. makes clear that grades and standardized tests, if used, do not constitute the major purpose of evaluation.

   (Marks and scores are not ends; the end of evaluation should be feedback useful for furthering achievement.)

4. suggests methods of evaluation to help the individual build a positive self-image.

   (Teachers should reinforce and respect any progress a student makes rather than punish or badger the student for any apparent lack of progress.)

5. helps teachers diagnose individual learning progress and suggests methods and material to accomplish this.

   (In view of the differences in individuals and the continual change and growth each undergoes, teachers can use much help in performing valid diagnosis.)

6. suggests that most evaluation be tailored to the student's ability, age, and personality.

   (Evaluation should be adapted to people, not vice versa. If evaluation is primarily for helping individuals learn, and if differences are at the least acknowledged, then evaluation should be individualized.)

7. recognizes that the student must be involved in all evaluation.

   (Self evaluation is crucial to learning. Students should understand and use explicit criteria for evaluation. Teacher or peer feedback should be as immediate as possible.)

8. suggests ways that teachers and students can use the results of evaluation to change the program as often as necessary.

   (The ideal curriculum is tentative, flexible, and responsive to the results of continual evaluation.)

DESIGN: Form, Function, and Flavor

This guide:

1. is easy to read; the language is clear and effective.

   (Guide writers should set a good example of communicating; our medium has a message.)

2. exhibits an appealing form and style.

   (An attractive and creative guide will stimulate use.)

3. has a format which makes revision convenient.

   (A looseleaf format makes a guide more amenable to change. Now and then you can throw out the junk and add good stuff.)

4. states its relationship to any other curriculum guides published by the school system.

   (Sometimes new teachers have a better idea of what's going on when curriculum relationships are explicit. This helps outsiders too.)

5. suggests as resources a large variety of specific background materials and school services.

   (A guide, to be useful, has got to have useable things in it.)

6. identifies people and procedures which will promote interdisciplinary activities.

   (We build walls among ourselves with labels like English, social studies, and science; walls need to be lowered and gates opened.)

Appendix I

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THE 1972 NCTE COMMITTEE ON CURRICULUM BULLETINS

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Appendix II

HOW TO ORDER ERIC DOCUMENTS

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